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The Classical Outlook

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MICHAEL McGEE TAKES HIS B.A. DEGREE

BY ILANON MOON
High School, Conroe, Texas

MICHAEL McGEE, better known as "Mike," was a moron. But it made not the slightest difference. He went to an up-to-date, progressive, child-centered school.

In the primary grades he cut out paper dolls and played mumble-peg and tidley-winks without ever a thought of A B C.

In the elementary school he did not learn to read, write, or spell, or find out the difference between a verb and a noun. But that was all right. The supervisor in that school was an exponent of all the fancy theories and latest methods of educational incompetence. She maintained that learning could be made simple and easy, and proceeded as if it were true. She insisted that a child should do only what interested him. Children should express themselves.

Meantime, the teachers psychologized them; they tested and measured them, looked into their home environment, the condition of their teeth, and the state of their emotions. They revised their curriculum, determined their core areas, orientated and integrated them. But they did not teach them anything. Though that did not matter either. They were all going to be promoted at the end of the year anyway. In Mike's school, failing pupils was strictly against the policy of the administration.

People fail in life, but in school a child must always pass his courses. If he fails, it frustrates him, and he develops a neurosis, or a psychosis.

Mike McGee, of course, like all the others, passed from grade to grade and eventually landed in senior high school. By now he was big and handsome, with broad shoulders and black curly hair. He lettered in football, basket ball, track, and the high jump. He was an athlete below the neck. He never indulged in skull practice. He had no time to study. By the time he spent two days a week off on some kind of competitive sports event, and every day from two in the afternoon until dark training his body, he was too tired to exercise his mind. He still did not know a verb from a noun and had not the slightest curiosity to find out the difference.

Why should he? His high school was as modern and progressive as the principal's latest course in Education. They tried to teach everything from dish-washing to atom-splitting. They had every student activity in the category—except study. They tested, measured, regimented, elongated the red tape, and evaluated the criteria. Their grading was crooked—I mean, they graded on the curve.

There was no such thing as standards. Every student was his own standard. When a fellow reached his mental ceiling, that was A for him, whether he knew anything or not.

It was *passé* to teach facts. The administrators agreed that teachers should not teach facts. They should teach students to think.

Even so, there were a few members of the faculty old-fashioned enough to believe in learning. They would have liked to teach school. But they had no chance. They had to spend their time filling out blanks, compiling statistics, drawing graphs, charts, and profiles, making out hourly, daily, weekly, monthly, and yearly reports, supervising clubs, newspapers, and year books, and putting on programs, parties, plays, dances, carnivals, and banquets.

They understood, too, that nobody was to be failed. It would have been unbearable to have the town filled with frustrated adolescents.

The students all knew that if they sat through enough courses for three years they would get a diploma whether they did any work or not.

So, in due time, Mike was graduated from high school. He still could not spell any word of more than one syllable, write a simple English sentence, or read a paragraph and tell what it said. But he walked across the stage, took his diploma with a condescending bend of his magnificent physique, and received a carload of gifts from admiring friends and relatives.

The day Mike came to college, Dr. David Donovan was helping with the registration. Dr. Donovan was Professor of Latin.

When Mike stopped at his desk, Professor Donovan looked up and smiled—which raised him in Mike's estimation. After a few brief questions, he suggested that Mike make the ancient languages his major field.

Mike did not know what the ancient languages were, and he supposed that a major field was the place where the major teams played football; so he said, "All right."

"Latin and Greek are too hard," his fellow students warned him. "Why don't you major in Education?"

But Mike refused to change. He liked Professor Donovan.

He thought he was getting along very well in his Latin until his first examination.

When he looked at the mimeographed sheet on his desk it suddenly dawned on him that he had only the very vaguest idea of what all that stuff was about. But he had to put something on the paper. He bit the end of his pen and puckered his brow in the nearest thing to thought he had ever been guilty of. His brain was an agonized vacuum. Then slowly, painfully, the only thing he had ever learned came back to him. He had been furious that afternoon in high school when the English teacher had made him stay in for two hours. But he grinned now and felt grateful to her for making him learn that Gettysburg Address.

He ducked his head, furrowed his brow, and wrote the Gettysburg Address as Caesar might have written it:

"Four score and seven years ago, our forefathers hastened into this territory in order that they might obtain liberty for themselves. Now, the fertile fields being cultivated, the towns and villages being built, the

SHALL WE BE SEEING YOU?

The editors of THE CLASSICAL OUTLOOK are looking forward to meeting many of their readers at the Latin Institute of the American Classical League, to be held at Miami University, Oxford, Ohio, on June 17, 18, and 19. The complete program of the meeting is enclosed with this issue.

merchants having come, and civilization having been established, the tribes war among themselves. Having joined battle in this place, it was fought long and fiercely, and such a multitude of men were killed that the forces come together to bury their dead. When these have been commended for their services to the state, Caesar urges that all the people be brought over to his way of thinking in order that for the future such sacrifices may not be in vain and that their manner of living may be maintained for their common liberty."

Professor Donovan was a lover of the classics. He was also a realist. And since he could not defeat the professional educationists, he had decided to compromise with them. After all, if only those who were capable of taking higher education came to college, half the institutions in the country would have to close. Even if everybody did not learn the first principles of culture, everybody learned something—and the college got the fees. If the whole population was going to get into college, then obviously some means must be devised to get them out. He linked his grading with his philosophy, and gave Mike a passing grade.

Time went on and Mike always managed to pass enough courses to stay on the football team. The old varsity could not win without him.

At last came his final examination in Latin literature.

Mike still did not know anything but the Gettysburg Address. He wrote it in five different ways, as translation for every question.

Professor Donovan smiled ruefully and put a passing grade on Mike's paper. Mike was half-back on the football team, and it would be extremely awkward for him to be all the way back in Latin.

Mike did not know he was supposed to get learning in college. He thought it was a place to play football and hero.

But Professor Varden was not as tolerant of Mike as Dr. Donovan was.

Old Dr. Varden was Professor of Greek. He was a world-renowned scholar and an uncompromising classicist. He had no patience with education without culture.

He and his half-dozen students were generally ignored in the college. But, a few years ago, one of the regents had insisted on eliminating the Greek Department. The war, however, tended to make him a little more tolerant of foreign languages. If we should have to go over there and do something about those Greeks, it might be well to have a few young fellows who could speak their language. So he agreed to let Professor Varden stay.

But when he found out that the Greek that Professor Varden taught was spoken three thousand years ago, he was furious. He demanded the great old scholar's immediate dismissal. It was only the President's eloquent appeal to his magnanimous soul and his generosity with the state's money that induced the irate regent to leave Professor Varden at his post as long as he was able to teach. But it must not happen again—this spending of perfectly good money for useless old fellows that read languages three thousand years old!

Mike McGee heartily agreed with the regent—especially when he looked at the Greek examination. But he had gotten by so far on the Gettysburg Address. It would not fail him now.

With no apologies to Homer, he wrote another version of the Gettysburg Address.

Professor Varden slammed Mike's paper down on the desk, snatched up his red pencil, and put a big zero on it.

He would fail Mike McGee if it cost him his job.

He leaned back in his chair and sat staring at the big red zero.

It danced defiantly before his eyes.

He remembered the hospital bills from his wife's last illness. The house was badly in need of repairs. The automobile was worn out. Taxes were increasing. Prices were going higher. Where would he get another job with six students?

The great old scholar got up and paced the floor. He felt like a slave being driven to the galleys. At last he sat down again at his desk and stared at Mike's paper.

His hand reached grimly for the red pencil.

Slowly, tremblingly, he wrote a seven in front of the big red zero.

And Michael McGee took his B. A. degree.

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SOCRATES—A BALLAD

By HOMER K. EBRIGHT

Baker University, Baldwin City, Kansas

(This "ballad" is to be sung to the tune of "My Darling Clementine." In the Greek words, pronounce *e* as in the English word *they*. The Greek words are Anglicized and divided, for ease in pronunciation. Note that all the Greek words are explained below.)

In old Athens, in its glory,
Lived a striking AN-THRO-POS.
In appearance he was funny,
Yet a great PHI-LO-SOPH-OS.
For his wide-spread eyes were bulging,
And his nose was so SIM-OS,
And his mouth and lips prodigious,
So they called him SA-TYR-OS.
Now they tell us that his home life
Did not seem to him KA-LE,
For Xanthippe had a sharp tongue
And she was his own GY-NE.
For a time he worked with marble,
And became a LITH-OUR-GOS;
But preferred to watch live people,
With his bulging OPH-THAL-MOS.
And he loved to talk with merchants,
In the busy A-GO-RA,
Quizzed the statesmen, and the soldiers,
When he joined the STRA-TI-A.
He was valiant STRA-TIO-TES,
In his body IS-CHYR-OS,
With less food and sleep than others,
And they thought him so DEIN-OS.
He could work without much SIT-OS
(None could stand such toil as he),
Yet at night outdrink at OIN-OS,
While he talked philosophee.
But it was not as HO-PLI-TES,
That he won enduring fame;
Rather as a wise PO-LI-TES
Every age reveres his name.
How he loved that ancient TOP-OS!—
Though he stung them very deep;
Said he guessed he was an OIS-TROS,
Sent to wake them from their sleep.
He would ask such funny questions:
What was DI-KE, what KAL-OS.
And they knew not how to answer,
And they thought him CHA-LEP-OS.
Once a man known for PHI-LI-A
Went to Delphi on a quest,
Asked Apollo of SO-PHI-A.
He said Socrates was best.
But our hero could not grasp it,
Did not think himself SOPH-OS;

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So he started quizzing others,
Made them hot as HE-LI-OS.
Socrates was then arrested,
But the charge was A-DIK-OS;
Said that he corrupted young men;
And they voted THA-NAT-OS.
In the prison he was cheerful,
Calm his homely PRO-SO-PON;
Reasoned with his sad disciples,
Calmly drank the KO-NEI-ON.

(The thirty Greek words mean: 1, man; 2, philosopher; 3, snub; 4, satyr; 5, fine; 6 wife; 7, sculptor; 8, eye; 9, market-place; 10, army; 11, soldier; 12, vigorous; 13, wonderful; 14, food; 15, wine; 16, heavy-armed foot-soldier; 17, citizen; 18, place; 19, gadfly; 20, justice; 21, noble; 22, troublesome; 23, friendship; 24, wisdom; 25, wise; 26, sun; 27, unjust; 28, death; 29, face; 30, hemlock poison.)

YOUNG AND OLD LAWYERS, THEN AND NOW

By Mary Johnston
MacMurray College, Jacksonville, Illinois

In 62 B.C., Publius Cornelius Sulla was accused by Titus Manlius Torquatus and Gaius Cornelius of complicity in the so-called First Conspiracy of Catiline, of 65 B.C. Cicero with Hortensius appeared for the defense. The young Torquatus attempted to weaken Cicero's defense of Sulla by charging him with inconsistency in defending an associate of Catiline; by reproaching him with tyrannical use of his consular power; and then (*Pro Sulla*, 23) by making fun of his origin as a "foreigner" from an Italian *municipium*, or country town. Cicero answered the charges; and on the reference to his origin proudly admitted the fact and reminded Torquatus that Marius had come from the same town. (Incidentally, Arpino still prides itself on its two famous sons.) He remarks further that Torquatus will be running for office against men from just such towns, and that he may be snowed under by the votes of citizens of country towns. The teasing references to Cicero's origin were ineffectual, for Cicero and Hortensius won their case.

In an agricultural county of one of these United States, not long since, a young lawyer opposed one of more years and experience. He attempted to make fun of the older lawyer as a countryman. The older man admitted that he had been a country boy, and stated that he was proud of the fact. The teasing references of the younger man were ineffectual, for the older lawyer won his case.

It is mere coincidence, of course, that the older man probably had read the oration for Sulla, and that the younger man certainly had not.

A RARE OPPORTUNITY

A special feature of the Latin Institute to be held June 17, 18, and 19, 1948, at the American Classical League headquarters at Miami University, Oxford, Ohio, will be a question period in which specialists of national or even international standing will answer (in person) queries propounded by classroom teachers. Teachers who are interested are invited to send in questions before June 1, to Professor Henry C. Montgomery, Miami University, Oxford, Ohio. "Pump" the experts, instead of "stumping" them!

LETTERS FROM OUR READERS

GREEK DRAMA OVER THE RADIO

Professor Dorrance S. White, of the University of Iowa, writes:

"My class in the Greek Drama in Translation, which I regularly broadcast during the second semester, has been well attended. This semester I have had in it several 'majors' from the Department of Dramatic Arts, whom I have employed to read parts over the air. We are finishing Aeschylus' trilogy, and I am turning Sophocles' *Oedipus Rex* over to them to see what they can do without direction from me. We get a lot of enheartening response from our radio audience. There are literally hundreds of listeners in Iowa City, and the station has been kind enough to estimate that my regular audience numbers a good thousand. Nobody knows or ever will know, of course, just who the culturally-minded listeners are, or how many."

ENROLLMENTS

Professor Mars M. Westington, of Hanover College, Indiana, writes:

"Our Latin courses are holding their own. Our courses in derivatives, ancient literature in translation, and ancient civilization continue to enjoy a high degree of popularity. Our enrollment in Greek is the largest we have had for many years."

Professor L. R. Lind, of the University of Kansas, writes:

"Our enrollment here has dropped very little; it stands at 211, with more than half that number taking courses in the ancient languages."

Rev. George E. Ganss, S. J., of Marquette University, Milwaukee, Wisconsin, writes:

"You might be interested in our registration figures for the current semester. We have a registration of 57 in Greek, and 314 in Latin, a total of 371."

AN ANECDOTE

Dr. Emory E. Cochran, of Fort Hamilton High School, Brooklyn, New York, writes as follows:

"Plutarchus fabulam narrat de quodam Romano antiquo qui uxorem matrimonio depepulerat. Amici huius Romani, ei iratissimi, ab eo quaesiverunt: 'Nonne ea est pulchra? Nonne ea est casta?' Romanus calceum demptum sustulit ut amici eum viderent. Tum ab eis quaesivit: 'Nonne est novus? Nonne est bene factus et pulcher?' Omnes adnuerunt. 'Nullus vestrum autem,' inquit maritus, 'mihi dicere potest quo calceus

me urat.' Post Plutarchi tempus verba 'quo calceus urit' facta sunt verba popularia."

HOW TO SAY IT IN LATIN

Mr. Goodwin B. Beach, of Hartford, Connecticut, writes:

"Ab Universitate Pennsylvaniae nuper allata est chartula quo rogatur: 'How do you say "shrug the shoulders" in Latin?' Apud Quintilianum solum, quod discere possim, hoc invenitur. Humerorum allevatio et contractio: humeros allevare—hausser les épaules; humeros contrahere—shrug the shoulders."

SUMMER COURSES AND LATIN INSTITUTES

The following lists of summer courses for teachers of the classics arrived in time to be included in this issue. Inquiries about courses in other colleges and universities should be directed to those institutions.

American Classical League.—Latin Institute, June 17-19, Miami University, Oxford, Ohio. Complete program enclosed with this issue.

American Academy in Rome.—A comprehensive course on the graduate level, in Roman civilization from the earliest times to the reign of Constantine, based on the study at first hand of existing monuments in and about Rome (Rowell). For details address American Academy in Rome, 101 Park Avenue, New York 17, N.Y.

American School of Classical Studies in Athens.—A six weeks' course, on the graduate level, in the art and archaeology, history, and literature of ancient Greece, with excursions to important sites (Lord). For details address Professor Louis E. Lord, Scripps College, Claremont, California.

California, University of (Berkeley).—First session (June 21-July 31): Intensive Course in Beginning Latin; Intensive Course in Beginning Greek; Classical Art and Archaeology in North America (Smith); Second session (Aug. 2-Sept. 11): Elementary Latin Readings; Greek and Roman Mythology (Fontenrose).

Cincinnati, University of.—Catullus and His Contempories; The Age of Augustus; Conference Course (Caskey).

Connecticut College (New London.)—(Aug. 2-Sept. 8) Greek Mythology and Religion (Minar).

De Paul University (Chicago, Ill.)—Latin Prose Composition (Ring); Martial, Epigrams (Ring); Tacitus, Annals (Sherlock); Vergil, Eclogues and Georgics (Sherlock); Livy (Rebenack); Ancient History I, Greece (Rebenack).

Gettysburg College (Gettysburg, Pa.)—Vergil (Glenn); Roman Law (Glenn); Latin Literature in English (Glenn); Word-Building (Glenn); Teachers' Course (Glenn); Beginning Greek (Shaffer); Intermediate Greek (Shaffer); Greek Literature in English (Shaffer); Advanced Greek, according to demand (Schaffer).

Hunter College of the City of New York.—Intensive Course in Beginning Greek; Greek and Roman Literature in Translation.

Iowa, University of.—Elementary Latin (Nybakken); Latin Review (White); Caesar's Career and Works (Potter); Teaching of Latin (White); Latin Major Readings, Special Assignments, and Thesis (Staff); New Testament Greek (Else); Greek Major Readings, Special Assignments, and Thesis (Staff); Greek and Roman Civilization (Nybakken); Ancient Literary Criticism (Else); Greek and Latin for Vocabulary Building (White).

Kentucky, University of.—Latin Teachers' Institute (June 21-Aug. 14): Practice in Reading Latin (Carr); Teaching of Latin (Carr); Demonstration Class in Beginning High School Latin (Carr); Preparation of Reading Materials in Beginning Latin (Skiles); Greek Civilization (Skiles); Beginning Greek (Skiles); Independent Work in Latin and Greek (Skiles). The following course will be offered in a four-week session (June 21-July 17) and repeated in another four-week session (July 19-Aug. 14): Methods, Materials and Demonstrations in Latin Teaching (Carr and Skiles).

Marquette University (Milwaukee, Wis.)—(June 21-July 30) English Translations of Greek and Latin Classics; Third High Latin; Fourth High Latin; Christian Hymnody; Roman Private Life; History of Latin Literature, Golden Age.

Marshall College (Huntington, West Va.)—Roman Civilization; Selections in Latin Literature (Whitsel).

Marymount College (Salina, Kansas).—Elements of Latin; Cicero, Orations; Classical Civilization; Introduction to Liturgical Latin; Saint Augustine, Confessions (Sister Marie Antoinette).

Miami University (Oxford, Ohio).—Lucretius (Hutchinson); Latin Literature in Translation (Hutchinson); Greek Backgrounds of Latin Literature (Montgomery); Latin Institute, June 17-19.

Montana State University.—Elementary Latin; Elementary Greek; Latin for persons with two years of high school training; Latin and Greek on a tutorial plan, for work on the master's degree (Clark and one to be selected).

Mundelein College (Chicago, Ill.)—Techniques of Translation (Sister Mary Donald, B. V. M.).

New York State College for Teachers (Buffalo).—Greek Literature in Translation (Messner).

New York University.—(June 28-Aug. 6) Plautus (for graduates) (Casson); Aristophanes, Acharnians (for graduates) (Costas); The Ancient City (for graduates) (Johnson).

North Carolina, University of.—Tacitus, Histories (Rogers); Martial (Rogers); Catullus (Suskin); Caesar, Civil War (Suskin); Latin Literature in English (Rogers, Suskin); Greek Literature in English (Epps); Greek Drama in English (Epps); Hellenic Mythology (Harland); Archaeology and the Bible (Harland); Early Greek History (Caldwell); The Roman Empire (Caldwell); courses in various stages of elementary Latin (Staff).

Northwestern State College (Natchitoches, La.).—Foreign Language Conference, May 7 and 8.

Northwestern University.—Vergil, Books VII-XII (Highbarger); Cicero, Selected Letters (Steiner); Plato (Murphy); Ancient Foundations of Modern Education (given in the School of Education) (Dorjahn); Independent Study in Latin; Independent Study in Greek (Staff).

Saint Louis University.—(June 22-July 30) Introduction to Roman Antiquities (Kaiser); Early Christian Latin Poetry (Costelloe); Cicero, Letters (Finch); Roman Elegy (Kaiser); Introduction to the Study of Language (Finch); Special Study (Staff). Ninth Latin Teachers' Institute, June 23 and 24; general theme, "Latin and Integration."

Southern California, University of.—Latin Readings (Cross); Latin Seminar, Cicero's Philosophical Writings (Weston); Thesis (Weston); English Translations of the Greek Classics (Weston); English Translations of the Latin Classics (Tilroe). Also, courses in medieval history.

Tufts College (Medford, Mass.).—(July 6-Aug. 21) Latin Classics in English; History of the Ancient World to the Death of Alexander (Johnson).

Western Reserve University (Cleveland, Ohio).—Roman Civilization; Vergil, Eclogues and Georgics (Grant).

William and Mary, College of

(Williamsburg, Virginia).—Elementary Greek; Greek Civilization; Advanced Reading Course in Roman Literature. June 21-July 10, Tenth Institute on the Teaching of Latin, with lectures, workshop, demonstrations (Wagener, Ryan, Oppelt, Johnson).

Wisconsin, University of.—Elementary Greek; Survey of Latin Literature in Translation; Roman Elegy; Seminar in Suetonius, Life of Julius and of Augustus; special directed reading in Latin and in Greek (Hieronimus, MacKendrick).

VERSE WRITING CONTEST—RESULTS

College Division—First Place

TO MY ADONIS

By Shirley Louise Pfund
St. Joseph College, West Hartford, Conn.
(Sister M. Sarah, Teacher of Latin)

Adonis played Diana's game and he
Forgot both Venus and her warning true.
He sought his prey which on his own blood drew;
The hunter died—the hunted now was free.
Olympus' court benignly heard Love's plea,
And granted them a yearly rendezvous
When raw spring earth bleeds forth her faith anew
And Venus courts the red anemone.

You promised too you would return one day;
Instead, they found you in the battle mud.
Minerva holds your corpse; her arms, your bier;
I could not win against the rival fray.
When Notus' breath unfolds the windflow'r bud
The sleepy scent brings dreams of you back here.

College Division—Honorable Mention

PSYCHE IN SEARCH OF CUPID

By Mary Alice Grellner
St. Mary College, Xavier, Kansas
(Sister Margaret Clare, Teacher of Latin)

Was it so wrong to steal
That one brief look?
Ah, Love, I took
Your warnings lightly; yet I feel
It was my right . . .
"Love cannot live," you said,
"Where trust is not."
My tears were hot
With grief's reproach; you fled
Into the night . . .

Venus withholds my goal,
But Love is strong.
Was it so wrong
To gaze on beauty, and the soul
With Love unite?

INVITATION TO MAECENAS

By Elizabeth Nelms
MacMurray College, Jacksonville, Illinois
(Dr. Mary Johnston, Professor of Latin)

Secure upon my Sabine farm
Among the fields and lofty hills,
I dwell remote from city din;
Contentment all my being fills.

Nearby Bandusia pours its gift
Of water cool for parched ground,
Refreshes men and beast alike
And makes fertility abound.

I watch the peasants at their work;
I join them on their festal days,
And find their simple rites surpass
The city dweller's gaudy ways.

Maecenas, patron of the arts,
Come, share the offerings of my field,
The tender lamb, the mellow wine,
The simple joys the earth can yield.

SONNET OF ANOTHER ORPHEUS

By Jeanne Mary Walsh
St. Joseph College, West Hartford, Conn.
(Sister M. Sarah, Teacher of Latin)

The sweet strings of my lyre sing forth your name,
The saddest song a lover ever wrote,
A theme to which no mortal dare lay claim—
Such breathless splendor lives within each note.
O Pluto! Hear this music that I play,
And from the dreary shades which men call Hell
Return my love once more to light of day,
That in her tender presence I may dwell.
I do not ask for fame or athlete's prize,
And all the wealth of Midas would I spurn
If granted but to look within her eyes,
And gain back what I lost by one brief turn.
In vain to Hades' lord I raise my plea,
For I have lost you, my Eurydice!

High School Division—First Place

THE SAGA OF TROY

By Jean Browne
Central High School, Manchester, New Hampshire
(Miss Mary Bartlett, Latin Teacher)

The Greeks are gone, and blissful dreams
Of peace fill Trojans' tranquil sleep;
While in the night a horse stands guard,
A solitary watch to keep.

A warrior slips through shadowed streets,
Where, sounding now and then, a shout
Of laughter echoes through the dark
And dies like embers fading out.

At last he stands beside the horse,
As lone and silent as a grave,
And taps its side with eager hand—
The image murmurs like a cave.

Then somewhere up above—the sounds
Of moving men and whispered words—
A ladder—men with arms descend,
And each his sword and armor girds.

The fight begins; confusion grows;
The host of Greeks sweeps through the town
With brands of fiery death for those
Not caught by sword or trampled down.

A vivid glow lights up the sky
And brightly flares, until the dawn
Sees weary Trojans walk the streets
To look in vain for those now gone.

The captive women sadly wait—
A sobbing child—a frightened boy;
And gaze beyond the guards upon
Their ruined home, which once was Troy.

High School Division—Honorable Mention

Honorable mention has been awarded to the poems printed below, and also to "Ode to Homer," by Sharon Callison, St. Nicholas School for Girls, Seattle, Wash. (Miss Winifred Sinclair, Latin Teacher); and

"Aurora's Coming," by Russell Lindholm, Farragut High School, Chicago, Ill. (Miss Mary B. Rhende, Latin Teacher).

JUNO

By Tania Padwa

Oakwood School, Poughkeepsie, N. Y.
(Mrs. J. Curtis Newlin, Latin Teacher)

Beware, Alcmena!
For your son will soon be bitten
By two serpents sent from heaven.
Beware, Callisto,
And you, fair Io!
For you have not aroused a mortal fury!
You have angered
Juno, the proud and jealous wife of Jupiter,
Who paid you heed.
You will lie prostrate at my feet
And beg forgiveness for your wanton deeds!
But pity you will not receive from me,
For I, whom you have dared to wrong,
Am Juno, the immortal wife of Jupiter,
Whose wrath will wreak its vengeance
On your mortal souls.

TO DIDO

By Catherine Beston

Emma Willard School, Troy, N. Y.
(Miss M. Corinne Rosebrook, Latin Teacher)

Sweetest Dido, little knowing, little guessing, guarded queen,
At the beckoning of whose finger flashing armies could be seen,
Men at arms and men in chariots, reining in the plunging steed—
Ah, their thousands could not help you at your time of greatest need,
And their might could not protect you from that arrow, from that power;
Even might of arms avails not at the stroke of Cupid's hour.

WE CAME—WE SAW—IT CONQUERED

By Eileen Patricia Ryan

Immaculate Conception High School, Montclair, N. J.
(Sister Josephine Williams, S. C., Latin Teacher)

When Caesar took his tablets new to write the *Gallic War*,
Did he suppose we Sophomores would think him just a bore?
Then, when he had it all composed and down in black and white,
I wonder if he really thought that we'd translate it right.

BOOK NOTES

Plato's Seventh and Eighth Letters. Edited with Introduction and Notes by R. S. Bluck. Cambridge: University Press, 1947. Pp. 188. $1.75, from the Macmillan Co., 60 Fifth Avenue, New York 11, N. Y.

Thirteen letters attributed to Plato are extant, of which the seventh and eighth are generally regarded as authentic, and as of considerable importance for a study of the life, thought, and character of the philosopher. In this little volume, the seventh and eighth letters are edited "for undergraduates and the Sixth Forms of schools" in Great Britain. In all probability the book would have little use in this country outside of the graduate school.

The letters are carefully and clearly edited. Introductory sections are provided, on the Platonic letters, Plato's life, the date and purpose of the seventh letter, and the occasion of the eighth letter. There are brief summaries of the two letters, a short bibliography, and a genealogical table of the Dionysii. The text of the letters is followed by commentaries, a critical apparatus, three appendices, and two maps. There is an English and a Greek index, but no vocabulary.

—L. B. L.

The Roman Moon Mystery. By Jay Williams. New York: Oxford University Press, 1948. Pp. 200. $2.50.

High-school students who have enjoyed *The Stolen Oracle* and *The Counterfeit African* will welcome Mr. Jay Williams' newest book, *The Roman Moon Mystery*. Laid in Rome in Nero's reign—in 58 A.D., to be exact—the story deals with the murder of a senator and the ensuing repercussions in political and social circles of the city, both high and low. Suspicion points to a member of the community of Christians in the slums of the Subura; but things are not quite so simple as they seem. Aquilius Justus, youthful "captain of the Fourth Ward patrol of the night watch," does not rest until he solves the mystery—even though he nearly loses his own life in the process.

As in the author's earlier stories, the dialogue is easy and natural. These are samples: "Those dirty foreigners want to destroy us. They bore from inside . . . " "It's a cinch this guy didn't shoot himself." "What's it to you, soldier?"

The characters are distinctive; the sinister figure of Nero is especially effective. Scenes in the seething metropolis of the first century are remarkably vivid, and the realistic portrayal of the life of the embattled Nazarenes is particularly good. There is plenty of action and suspense, and there is a touch of romance.

The volume is well printed. The end papers show a restoration of the center of the city in Nero's day which, although not quite accurate in details, is interesting, with its "Clay Street," "Team Street," "Long Street," "Palace Hill," etc.

The book may well have a place on the collateral reading list for classes in Latin I and Latin II.

—L. B. L.

The Historical Work of Ammianus Marcellinus. By E. A. Thompson. Cambridge: At the University Press; New York: The Macmillan Co., 1947. Pp xii+145. $2.50.

The monograph under consideration is a painstaking and acute contribution to the scanty scholarship that has been devoted to the fourth-century historian of the Roman Empire, the Latin-writing Antiochene Ammianus Marcellinus. In his first two chapters, "Biography" and "Sources," and in the last, which gives a general estimate of Ammianus as an historian, Mr. Thompson pays enthusiastic tribute to "one of the greatest historians of antiquity" (33); aside from his style, admittedly "cumbrous and obscure" (121), Ammianus is compared favorably, with respect to interest, characterization, training, variety and nature of sources, breadth of outlook and understanding of historical issues, even to his model Tacitus. Oddly enough, however, the bulk of the book is concerned with a detailed examination of those parts of his work which are prejudiced, incomplete, or superficial, and of the causes for these deficiencies: occasional ignorance of the facts, "the historian's personal character and . . . his social status" (85) and "interference of a government hostile to the free expression of opinion on religious as well as political matters" (86). These various theses, which are usually at variance with currently accepted beliefs, are brought forward and supported with clarity and cogency; the author is thoroughly conversant with his period and its scholarship; the documentation is ample and convincing; and the presentation is scrupulously fair throughout. A few introductory pages are given to previous editions and discussions of the historian; two appendices treat

of details raised in the text; and there is a helpful index of people and places, to which an index of passages cited would have been a welcome addition. The slim volume is handsomely bound and meticulously proofread.

—K. G.

MATERIALS

A 34-page pamphlet on Roman contributions to modern life, entitled *What Rome Has Left Us*, may be obtained from the author, Professor L. R. Lind, 202 Fraser Hall, University of Kansas, Lawrence, Kansas. The price is 25c, plus 3c for mailing charges.

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The address of the Service Bureau is Miami University, Oxford, Ohio.

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Latin Songs and Carols. By J. C. Robertson. A new edition of an old favorite. Price, 45c.

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Bulletin XII. The Latin Club. by Lillian B. Lawler. Sixth edition, revised and enlarged, 60c. A complete handbook on the subject.

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A cardboard reproduction of one of a series of six Roman models on display in the Service Bureau. The Roman kitchen when assembled measures approximately 17½" x 13" x 14". It comes in a single, flat sheet, and the various pieces are to be cut, folded, and glued together. Simple directions for assembling and coloring certain parts are included. $1.00.

MAY DAY OR SPRING FESTIVALS

Mimeograph

592. Some suggestions for May Day or Spring Festivals. 10c

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MAY 19 1948

SUPPLEMENT TO

The Classical Outlook

Volume XXV | May, 1948 | Number 8

Institute of the American Classical League

Miami University, Oxford, Ohio, June 17-19, 1948

PROGRAM

Thursday, June 17
The Clark Seminar—213 Harrison Hall

9:00 a.m. Meeting of the Executive Committee

10:00 a.m. Meeting of the League Council

Thursday, June 17, 209 Hughes Hall
Lillian B. Lawler, presiding

2:00 p.m. Words of Welcome, President Ernest H. Hahne and Dean E. J. Ashbaugh of Miami University.
Response, W. R. Agard, President of the American Classical League
The Familiar Concept Approach in Beginning Latin, Norman J. DeWitt, Washington University
How Long Will There Be Latin Studies in the High Schools? Franklin B. Krauss, Pennsylvania State College
Audio-Visual Aids in Latin (Illustrated), Richard Walker, Bronxville (N. Y.) Senior School
Areas-Levels In Terms of, Dorrance S. White, State University of Iowa
The High School Students' Charter, Fred S. Dunham, University of Michigan

Thursday, June 17, 209 Hughes Hall
Wilbert L. Carr, presiding

8:00 p.m. Greece and Italy Yesterday and Today (Illustrated with colored motion pictures), David M. Robinson, The Johns Hopkins University

9:30 p.m. Informal Reception, Parlors of North Hall as guests of Miami University

Friday, June 18, 209 Hughes Hall
Jonah W. D. Skiles, presiding

9:00 a.m. An Introduction to Linguistic Science Through Latin, John F. Gummere, William Penn Charter School
The Classical Syllabus in College, Van L. Johnson, Tufts College
Integration of Classical Studies with Current Cultural Needs, William C. Korfmacher, St. Louis University
In Defense of Caesar, John B. Titchener, The Ohio State University
From Latin to Spanish, Kevin Guinagh, Antioch College

Friday, June 18, 209 Hughes Hall
Walter R. Agard, presiding

2:00 p.m. Our Founding Father: Andrew Fleming West, Anna P. MacVay, Athens, Ohio
The American Classical League: The First Thirty Years, Berthold L. Ullman, University of North Carolina
The Service Bureau and the Junior Classical League, Dorothy P. Latta, the Lenox School, New York, N. Y.
Latin Notes and The Classical Outlook, Lillian B. Lawler, Hunter College
The Classical Investigation, W. L. Carr, Colby College

Friday, June 18, North Hall
Berthold L. Ullman, presiding

6:00 p.m. Recognition Dinner, Presidential Address, The Classics in Tomorrow's Humanistic Education, Walter R. Agard, University of Wisconsin

Friday, June 18, Benton Hall Auditorium

8:00 p.m. Open Lecture under the joint auspices of The American Classical League and Miami University, The Crisis in American Education, Benjamin Fine, Educational Editor of the New York Times

Saturday, June 19, 209 Hughes Hall
Mark E. Hutchinson, presiding

9:00 a.m. The CEP Project, Lenore Geweke, University of Chicago
Bringing Latin to a Focus, Clyde Murley, Northwestern University
Major Emphases in a High School Curriculum, Harold B. Dunkel, University of Chicago
"Information Please," (Answers to questions sent in before June 10 to the American Classical League, Miami University, Oxford, Ohio)

GENERAL INFORMATION

Headquarters and registration desk of the Institute will be North Hall Dormitory on the south campus of Miami University. The cost per day is $4.00 including room, all meals, bed linen, and towels. No charges will be made until actual arrival of guests, and there is no advance registration fee. University officials request that, as far as possible, registrations for partial days be avoided. **Please send in your registration at once to the American Classical League, Miami University, Oxford, Ohio.** You may state a preference for single rooms although only a few will be available. Accommodations for families are easily arranged.

Transportation. Oxford is reached by only two passenger trains a day on the Baltimore and Ohio, a morning train from Cincinnati and an evening train from Indianapolis. However, there is direct bus service from Richmond, Indiana (Pennsylvania RR), Hamilton, Ohio (Pennsylvania RR, Baltimore and Ohio RR), Middletown, Ohio (New York Central RR). There is also frequent bus service to and from Cincinnati via Hamilton. Principal highways are Routes 27, north-south, and 73, east-west.

Recreation. Tennis courts are numerous with several close to North Hall. The University golf course and the Oxford municipal swimming pool are available to all, the pool being reached by bus service from Park Place in the village. Western College for women and Miami University are both located in Oxford and both have attractive campuses.